

Analyzing NWEA Growth Data

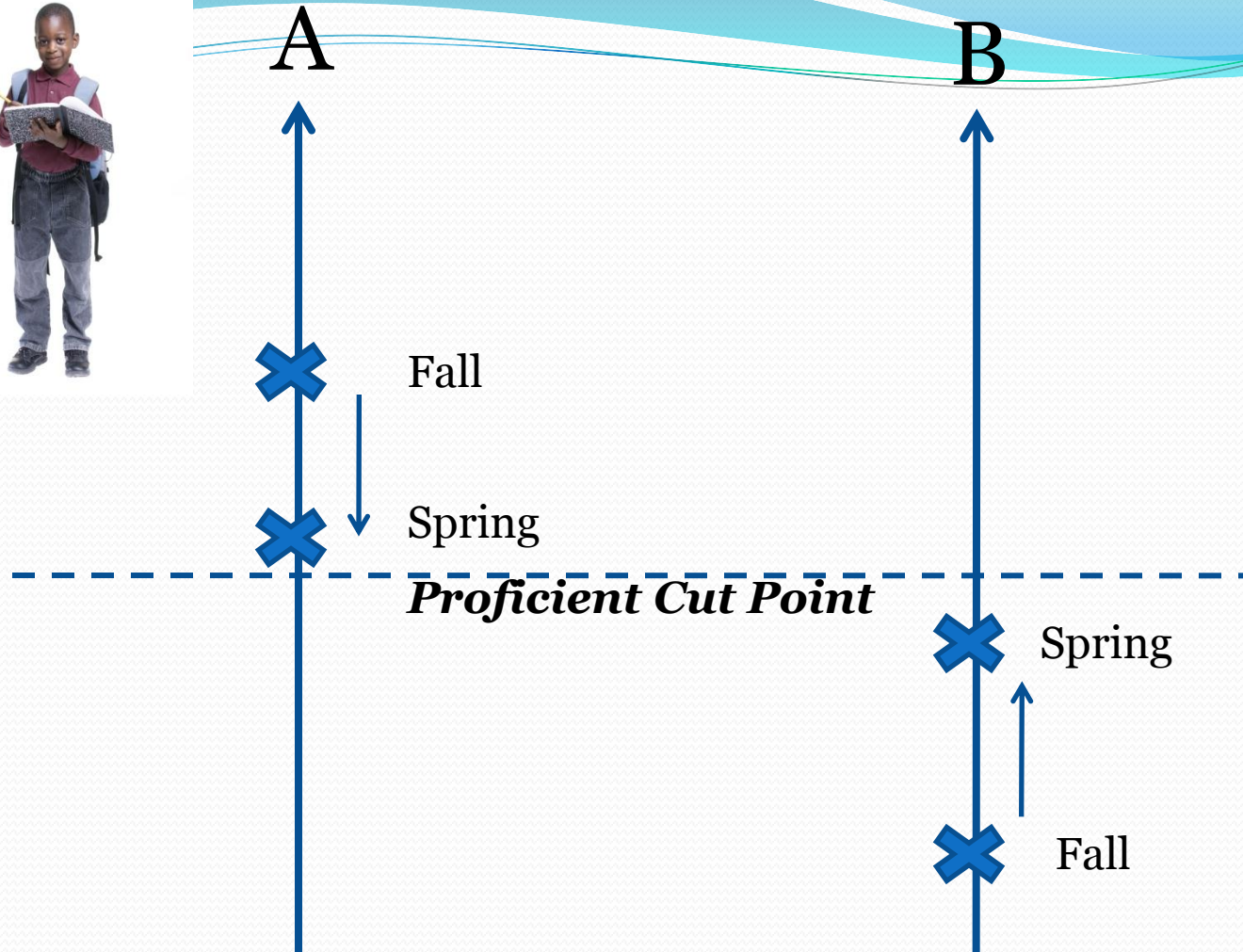
- I. Understanding NWEA Growth Norms
- II. Analyzing Individual Student Growth
- III. Analyzing Teacher Classroom Growth
- IV. Analyzing Grade Level Growth
- V. Analyzing Building & District Level Growth
- VI. Team Work Session

I. Understanding NWEA Growth Norms

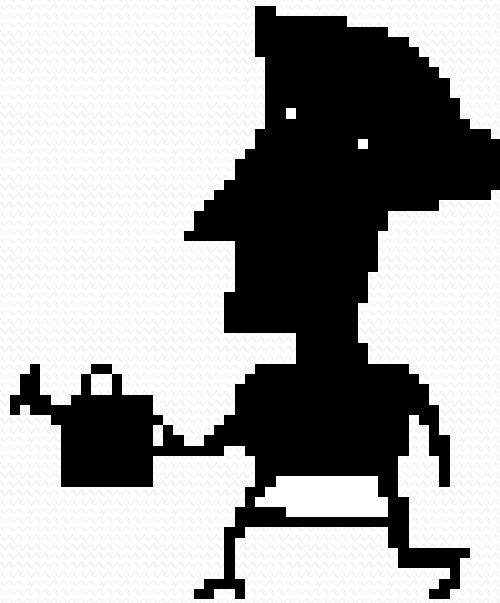
- Why analyze growth data?
- Growth Research Data-Base
- Understanding Mean Growth Targets & Norms
- Three Growth Reports

Why Analyze Growth Data?

- State Proficiency data are only half the picture.
- Students must make progress toward the proficiency standards
- Some students that are proficient may not be growing
- Students are motivated by their own growth & progress
- Growth allows us to include ALL students
- Essence of continuous improvement and lifelong learning



Which student had a “better” school year?



Growth Makes All The Difference

How Does NWEA Determine a Growth Target?



Mean Growth Norms

- Based on two factors: Common Starting RIT Score and Grade Level
- Typical Growth =
 - 2008 Normative Data
 - RIT Point Growth Norms

Grade 3 Reading: Fall-to-Spring RIT Point Growth Norms							
Start RIT	160	170	180	190	200	210	220
Mean Growth	16.02	14.09	11.30	8.82	6.69	4.31	2.54

Key NWEA Growth Metric

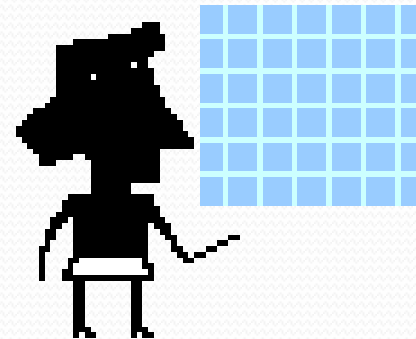
**Percent of
Students
meeting or
exceeding
mean growth
targets**



**All NWEA Growth Reports utilize
this metric.....**

Which Reports Do We Use?

- Three Reports for Analyzing Growth:
 - Student Goal Setting Worksheet - DRS
 - Achievement Status & Growth Report - CRV
 - Student Growth Summary (by building) - CRV



Setting Growth Goals Systemically

- Every Student
- Every Class/Teacher
- Every Grade/Subject Team
- Every Building
- Whole District



District: NWEA Sample District 2

Roster Term: Fall 2009



Projected Performance and Growth Distribution					Growth		Projected Performance		Median
Percent					Fall 08 - Fall 09		Spring 2010		Percent
					Count/Percent		Count/Percent		
Reading	G-P-	G+P-	G+P+	G-P+					
	29.2	11.8	40.6	18.3	444	50.9	468	59.5	42.3
St. Helens Elementar	21.9	15.6	43.8	18.8	96	59.4	101	62.4	42.6
Three Sisters Elemen	28.6	12.4	47.6	11.4	105	60.0	107	58.9	42.1
Mt. Hood High School	32.6	10.0	36.1	21.3	243	43.6	260	58.5	42.3
Mathematics	G-P-	G+P-	G+P+	G-P+					
	32.2	23.5	33.8	10.5	468	53.4	537	46.2	43.8
St. Helens Elementar	24.7	15.3	43.5	16.5	85	58.8	97	62.9	45.4
Three Sisters Elemen	33.8	13.8	42.5	10.0	80	56.3	108	55.6	40.7
Mt. Hood High School	34.5	30.1	27.0	8.4	303	51.2	332	35.4	44.3

In reading, 50.9% of all students met or exceeded a growth target in a prior year.

II Student Growth Goal Review

- Use “*Student Goal Setting Worksheet*”
- Meet with students to review their growth
- Review growth in overall RIT for subjects tested
- Review growth in goal strands
- Celebrate growth
- Identify needs to address during the current school year to achieve growth





Student Goal Setting Worksheet

Student Anna, H. E.

Initial Term Fall 2006

Teacher B Berlinger

Grade 6

When goal-setting with students, the Target RIT is simply typical RIT Point Growth added to the Initial RIT. Students may want to challenge themselves for a higher RIT growth, so the My Growth Goal space can be used to identify that higher goal. Remember to consider classroom assessment data in addition to MAP data to ensure targeting the correct skill.

Subject	Initial RIT	Point Growth	Target RIT	My Growth Goal	Next RIT	Final RIT	RIT Growth
Reading	214	4	218				
Mathematics	230	7	237				
Language Usage	221	3	224				

Reading

Goal Strand	Initial RIT Range	Next RIT Range	Final RIT Range
Inform Text: Comprehension	208-224	-	-
Inform Text: Structures	192-209	-	-
Literary Text: Comprehension	219-242	-	-
Literary Text: Structures	207-222	-	-
Word Recog & Vocabulary	205-220	-	-
	Initial Lexile Range	Next Lexile Range	Final Lexile Range
Lexile Range	754-904	-	-

Student Action Plan:

NWEA Student Goal Setting Worksheet

Student: Blatnik, Caolynn N.

Term Range: Fall 07 - Spring 08

Initial Grade: 2

Students may want to challenge themselves for higher RIT growth than what is typical. The My Goal space can be used to identify that higher goal. Classroom assessment data should also be considered to ensure targeting the correct skill.

Subject	Fall 2007		Winter 2008		Spring 2008		Fall 07 - Spring 08			
	RIT	%ile	RIT	%ile	RIT	%ile	Typical Growth	RIT Target	My Goal	RIT Growth
Reading	152	3					21	173		
Mathematics	175	36					14	189		
Language Usage	166	21					17	183		

Reading

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range		
	Fall 2007	Winter 2008	Spring 2008
Read a Variety of Material	146-160		
Apply Thinking Skills to Read	145-160		
Locate / Select / Use Info	154-172		
Read / Recognize Literature	<i>132-153</i>		<i>160-190</i>

Mathematics

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range		
	Fall 2007	Winter 2008	Spring 2008
Number Sense	169-183		
Algebraic Methods	172-187		
Data Analysis & Probability	173-188		
Geometric Concepts	163-178		
Measurement	173-187		
Computation	<i>155-172</i>		

Student Action Plan: _____

NWEA Student Goal Setting Worksheet

Student: Blatnik, Caolynn N.

Term Range: Fall 07 - Spring 08

Initial Grade: 2

Students may want to challenge themselves for higher RIT growth than what is typical. The My Goal space can be used to identify that higher goal. Classroom assessment data should also be considered to ensure targeting the correct skill.

Subject	Fall 2007		Winter 2008		Spring 2008		Fall 07 - Spring 08			
	RIT	%ile	RIT	%ile	RIT	%ile	Typical Growth	RIT Target	My Goal	RIT Growth
Reading	152	3	184	51	188	46	21	173		36
Mathematics	175	36	174	17	188	41	14	189		13
Language Usage	166	21	182	40	172	11	17	183		6

Reading

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range		
	Fall 2007	Winter 2008	Spring 2008
Read a Variety of Material	146-160	<i>175-189</i>	<i>172-187</i>
Apply Thinking Skills to Read	145-160	179-193	192-209
Locate / Select / Use Info	154-172	176-189	179-192
Read / Recognize Literature	<i>132-153</i>	179-193	183-196

Mathematics

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range		
	Fall 2007	Winter 2008	Spring 2008
Number Sense	169-183	176-193	188-204
Algebraic Methods	172-187	160-176	184-199
Data Analysis & Probability	173-188	167-182	183-199
Geometric Concepts	163-178	160-175	177-193
Measurement	173-187	183-205	179-194
Computation	<i>155-172</i>	<i>154-170</i>	<i>173-189</i>

Student Action Plan: _____

Developing an Action Plan

- Age & developmentally appropriate actions
- Make goal strands understandable to students
- Let students as much as possible, write the plan
- Focus on strengths as much as areas of concern – attach a page from DesCartes related to these areas
- Use the “*Strategies for Improving*” ideas and your own
- Use Lexile scores to establish an independent reading contract (attach a lexile reading list to the goal sheet)
- Involve the parents (guardians) in the action plan
- Consider establishing a “Growth Honor Roll” for students that achieve their target scores

III. Teacher Classroom Data Analysis

- Use *Achievement Status & Growth Report*
- Analyze “Percent of students that met or exceeded growth targets”
- Use *Growth Percentiles Charts*



Consider This:
**What is the probability
that your achievement
results will be any
different this year if you
do the same things that
you've done last year?**



Achievement Status and Growth Summary Class Report

Fall 2003 to Spring 2004 - Reading

Johnson Elementary

School: Johnson Elementary
Teacher: Lichtner, Lichtner

Subject Summary: Reading

Count of Students with Valid Beginning and Ending Term Scores	17
Count of Students who Met or Exceeded their Target RIT	13
Percentage of Students who Met or Exceeded their Target RIT	76.5%
Overall Percentage of Target RIT Met or Exceeded	137.2%
Count of Students with INVALID Spring 2004 Test Scores	0
Count of Students with VALID Spring 2004 Test Scores	19
Spring 2004 Mean RIT	202.4
Spring 2004 Median RIT	206
Spring 2004 StdDev	10.5

*(Small Group Summary Display is OFF)

12340336	LARVEL, L. Y.	3	4/19/04	S/G	206	3.3	214	3.3	4.7	5	211	Yes	3
12340337	LEWIS, L. B.	3	4/19/04	S/G	188	3.4	207	3.5	4.9	9	197	Yes	10
12340329	MA, N.	3	4/19/04	S/G	197	3.3	206	3.3	4.7	7	204	Yes	2
12341044	RAC, S. I.	3	4/19/04	S/G	200	3.3	206	3.4	4.7	7	207	No	-1
12340339		3	4/19/04	S/G	179	3.7	187	3.5	5.1	11	190	No	-3
12341485		3	4/19/04	S/G			207	3.2					



Growth in Context

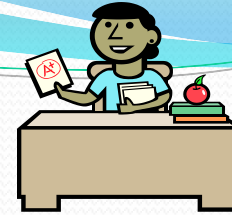


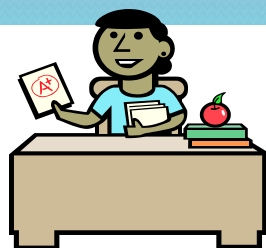
Table 4– School percentile ranks for fall to spring percentage of students meeting or exceeding their RIT point growth target – reading

Percentile Table									
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10

Table 16 – School percentile ranks for fall to spring percentage of students meeting or exceeding their RIT point growth target – mathematics

Percentile Table										
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	
1	12.8%	13.7%	16.6%	16.7%	13.7%	19.1%	21.4%	23.5%	25.4%	1
5	24.3%	25.0%	27.5%	25.8%	29.3%	31.1%	31.2%	35.7%	32.6%	5
10	31.6%	29.8%	32.3%	31.7%	34.5%	35.4%	34.7%	38.1%	34.3%	10
20	40.5%	37.0%	39.2%	39.1%	40.9%	42.2%	41.3%	41.9%	40.0%	20
30	46.0%	42.6%	44.4%	44.6%	45.8%	46.1%	45.2%	45.8%	43.6%	30
40	51.4%	48.4%	48.4%	48.8%	50.4%	49.7%	48.7%	49.3%	47.8%	40
50	55.3%	52.8%	52.8%	52.9%	54.0%	52.3%	51.8%	52.3%	50.0%	50
60	60.0%	57.1%	56.9%	57.1%	57.6%	56.0%	55.0%	56.1%	52.7%	60
70	64.7%	62.2%	61.5%	61.5%	61.9%	59.2%	58.5%	59.6%	57.6%	70
80	70.6%	67.6%	66.7%	66.7%	68.4%	63.6%	61.5%	64.8%	65.2%	80
90	78.1%	73.9%	73.4%	72.5%	76.7%	68.7%	66.9%	70.4%	73.5%	90
95	83.3%	78.9%	78.5%	77.1%	81.5%	73.4%	71.1%	75.1%	78.8%	95
99	91.0%	86.5%	88.5%	86.2%	88.9%	83.3%	78.0%	84.8%	92.4%	99
Summary Information										
Count	902	1445	1425	1581	1016	602	555	419	186	
Mean	55.13%	52.27%	52.85%	52.61%	54.47%	52.50%	51.47%	53.38%	52.16%	
SD	55.32%	52.83%	52.81%	52.88%	54.02%	52.34%	51.79%	52.27%	50.00%	

Count
Mean
SD



Teacher: Henderson

Grade: 6th

Date: May 8, 08

Classroom Data Reflection/Celebration Report



Achievement Status & Growth Report (ASG)	Last Year	Goal Current Year	Current Year Actual	National Percentile	Goal Next Year	National Percentile Next Year
READING - Percent of my students meeting/exceeding growth targets	48%	55%	53%	50%ile	57%	65%ile
LANGUAGE - Percent of my students meeting/exceeding growth targets	52%	57%	60%	70%ile	63%	78%ile
MATHEMATICS - Percent of my students meeting/exceeding growth targets	35%	40%	42%	25%ile	48%	37%ile

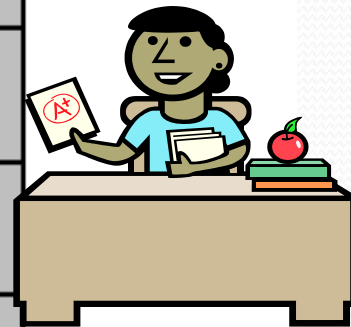
REFELCTION:

1. In which subject did my students show the most growth this year? Last year? Are these results consistent with past results? Why or why not?

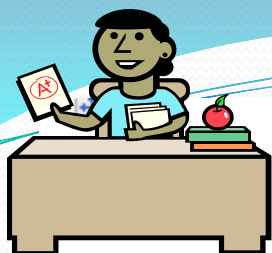
Classroom Growth
Data Worksheet #1
Fall-to-Spring Growth

Fall Score (mean)	Spring Score (mean)	Actual Growth	RIT Point Norm Growth	(+) or (-) RIT Point Growth
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Overall Class Mean RIT					
Goal Area #1 _____					
Goal Area #2 _____					
Goal Area #3 _____					
Goal Area #4 _____					
Goal Area #5 _____					
Goal Area #6 _____					
Goal Area #7 _____					



Use Fall & Spring Teacher Report from the reports web site

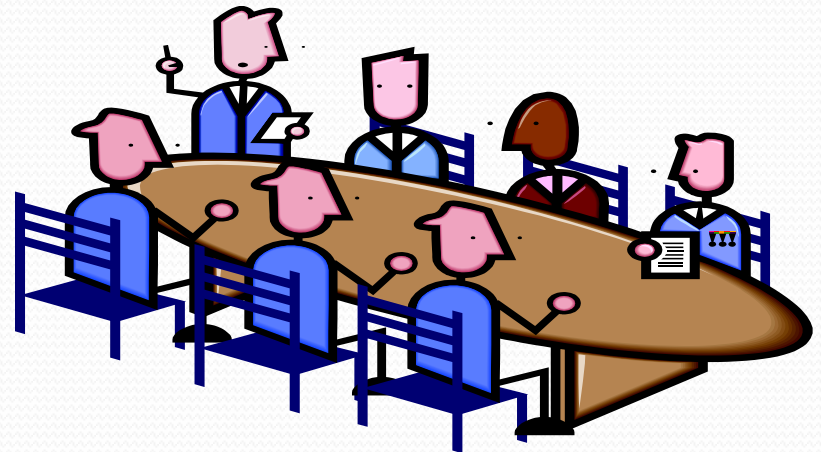


	Fall Score (mean)	Spring Score (mean)	Actual Growth	RIT Point Norm Growth	(+) or (-) RIT Point Growth
--	-------------------------	---------------------------	------------------	-----------------------------	--------------------------------------

Overall Class Mean RIT	215	219	4	4	0
Goal Area #1 <i>Number Sense</i>	212	215	3		
Goal Area #2 <i>Computation</i>	214	221	7		
Goal Area #3 <i>Algebra</i>	210	215	5		
Goal Area #4 <i>Geometry</i>	211	213	2		
Goal Area #5 <i>Data Analysis/Probability</i>	214	220	6		
Goal Area #6 <i>Problem Solving</i>	215	220	5		

IV. GRADE LEVEL/SUBJECT TEAM DATA ANALYSIS

- Identify strengths and weaknesses in growth trends
- Use *Student Growth Summary Report*
- Identify:
 - % of students meeting/exceeding growth targets
 - Growth Index



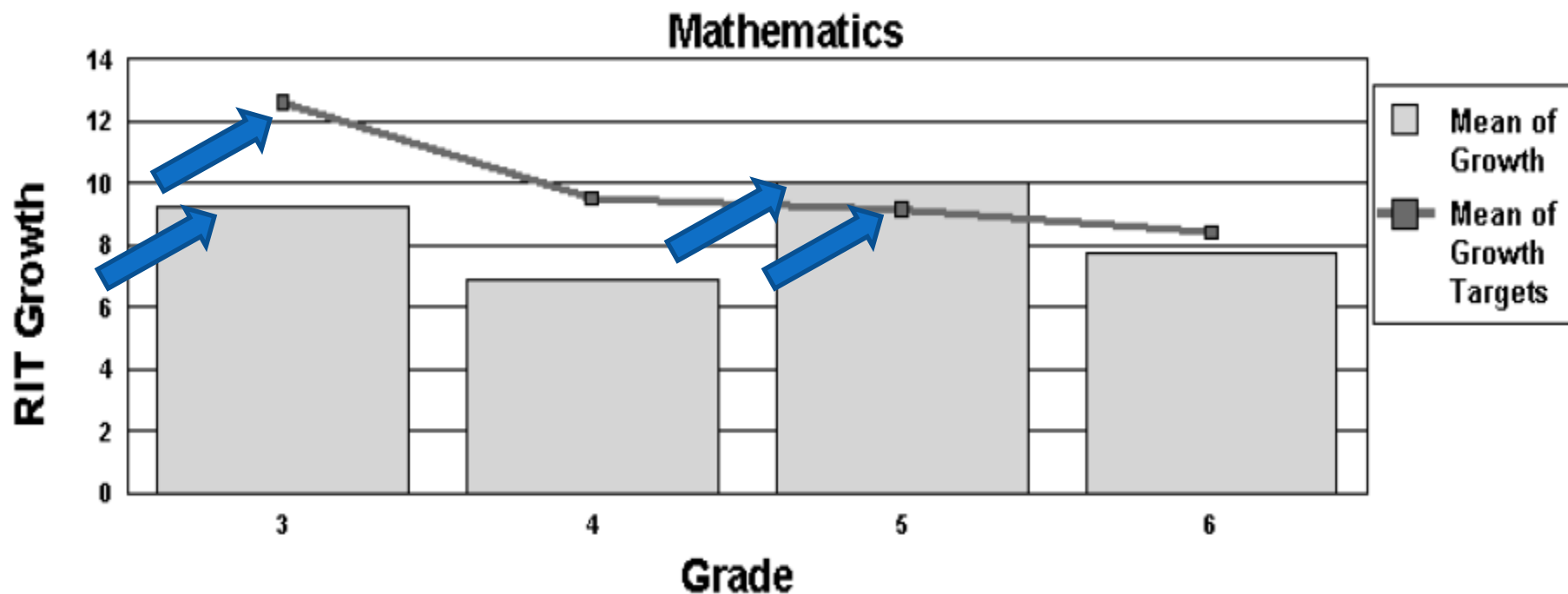
Student Growth Summary - 2004

School: Nixon Elementary



*(Small Group Summary Display IS OFF)

Mathematics		Fall 2003		Spring 2004		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Range					
Grade 3	18	185.9	7.5	195.2	7.8	9.3	5.9	-5 to 17	12.6	-3.3	74%	8	44%
Grade 4	21	194.6	13.6	201.5	12.5	6.9	9.9	-11 to 26	9.5	-2.6	73%	10	48%
Grade 5	20	199.8	11.1	209.8	12.9	10.0	6.3	1 to 23	9.2	0.9	109%	10	50%
Grade 6	35	219.1	10.7	226.9	12.8	7.8	8.1	-9 to 26	8.4	-0.7	92%	18	51%





Grade: 5th

Date: May 2008

Team Members:

Grade Level Team Report:



<i>Student Growth Summary Report</i>	Fall Mean RIT	Spring Mean RIT	Mean Growth	Target Growth	% meeting or exceeding Target	National Percentile Rank	Goal for Next Year
Reading							
Language							
Mathematics	199.8	209.8	10	9.2	50%	48%ile	55%

REFLECTION & CELEBRATION:

How do these results compare with last year? What might account for any differences?


Grade Level Growth Data Worksheet #1 *Fall-to-Spring Growth*




	Fall Score (mean)	Spring Score (mean)	Actual Growth	RIT Point Norm Growth	(+) or (-) RIT Point Growth
Overall Grade Mean RIT					
Goal Area #1 _____					
Goal Area #2 _____					
Goal Area #3 _____					
Goal Area #4 _____					



	Fall Score (mean)	Spring Score (mean)	Actual Growth	RIT Point Norm Growth	(+) or (-) RIT Point Growth
Overall Grade Mean RIT	211.3	217.2	5.9	8	-2.1
Goal Area #1 <u>Number Sense</u>	209.3	215.6	6.3		
Goal Area #2 <u>Computation</u>	213.1	218.3	5.2		
Goal Area #3 <u>Algebra</u>	210.7	218.9	8.2		
Goal Area #4 <u>Geometry</u>	211.5	214.9	3.4		
Goal Area #5 <u>Measurement</u>	212.7	216.8	4.1		
Goal Area #6 <u>Data Analysis,</u> <u>Stats.</u>	210.5	216.3	5.8		
Goal Area #7 <u>Problem Solving</u>	211.3	217.7	6.4		



Those who do not have
goals are doomed
forever to work for those
who do!



The simple act of writing down
a goal and making a written
plan for its accomplishment
moves you to the top 3%.

Team Work Session

- Work on these tasks. Be prepared to share your ideas and plans.
- Write SMART goals for each level of the system.
- Develop action plans to implement strategies to reach these goals.
- Develop a plan to communicate with colleagues, students and parents to gain system-wide commitment.